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ABSTRACT

The Greek, Haitian, Jordanian, Korean, Philippine, and Vietnamese educational systems are outlined and described to provide information about immigrant and nonresident students' educational backgrounds, and as an aid in evaluating the credentials earned by students in their own countries for placement in Chicago public schools. The information provided about each system includes, when appropriate: a sketch of its organization, for both general and vocational education; opening and closing dates; grading equivalents of A-F; compulsory years of schooling; the general academic curriculum content and proportions; typical upper secondary curriculum weekly time allotments for each course type; content of secondary school history, psychology, philosophy, civics, and mathematics courses at each level; a list of courses offered in vocational schools; cultural notes; useful educational and general vocabulary terms; and additional information sources. (MSE)

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CURRICULUM BULLETIN NUMBER 21

GREEK EDUCATIONAL SYSTEM

HAITIAN EDUCATIONAL SYSTEM

JORDANIAN EDUCATIONAL SYSTEM

KOREAN EDUCATIONAL SYSTEM

PHILIPPINE EDUCATIONAL SYSTEM

VIETNAMESE EDUCATIONAL SYSTEM

Office of Foreign Student Credentials
Department of Curriculum

FL014 724

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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JOSEPH P. HANNON

General Superintendent
of Schools

Board of Education
City of Chicago

December 1975

INTRODUCTION

The following materials have been prepared to provide background and understanding of the educational systems from which our immigrant and other nonresident students come. They were developed primarily as an aid in the evaluation of the credentials earned by the students in their own countries in order to properly program the students in our schools.

With an understanding of the curriculum, time allotment for each subject area, and curriculum content, the task of converting these studies into Carnegie units should be made easier for the person given this responsibility within a high school. In addition, an awareness of curriculum content pursued by the student should be helpful in achieving appropriate level placement in certain subject areas, particularly in mathematics.

It is hoped that the person directly involved with the enrollment, evaluation of credentials, and programming of foreign students will be provided with these materials.

The selection of countries in this publication was based upon the expressed needs of our high schools.

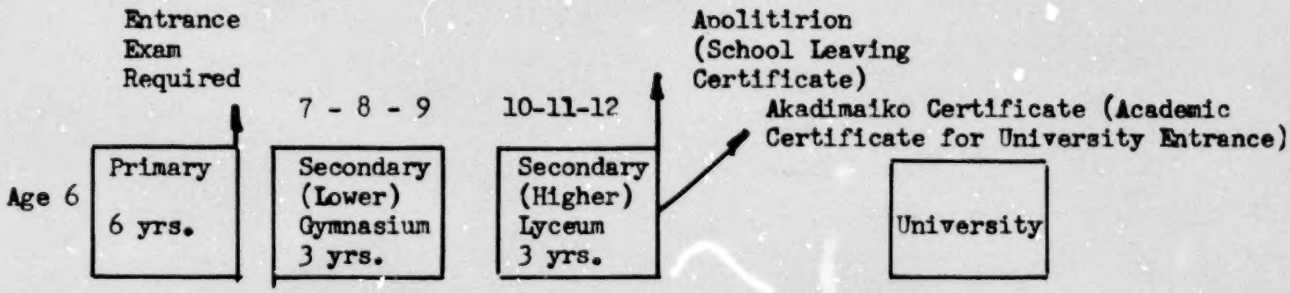
THE GREEK EDUCATIONAL SYSTEM

GREEK EDUCATIONAL SYSTEM

Educational System

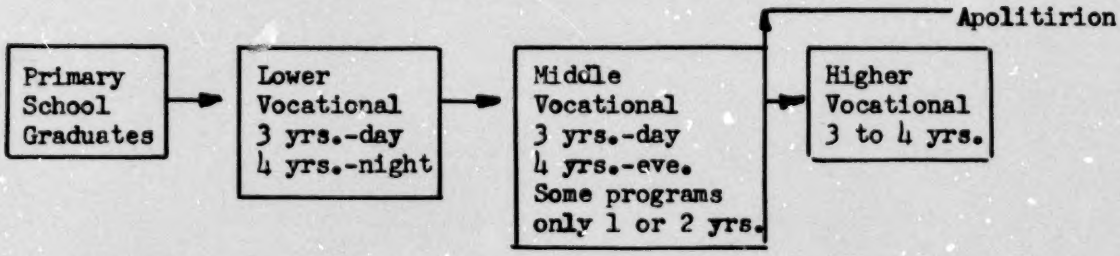
General Education

(Since 1965)



Vocational Education

Under the authority of the General Directorate of Vocational Education as well as the Ministry of Education and Religion.


Apolitirion
Primary School Graduates
Lower Vocational 3 yrs.-day 4 yrs.-night
Middle Vocational 3 yrs.-day 4 yrs.-eve. Some programs only 1 or 2 yrs.
Higher Vocational 3 to 4 yrs.

Public vocational education is free to all students.

School Year

September 5 to July 10 in two half-years

Grading System

	U. S. A. Equivalent
18-20	A
14-17	B
12-13	C
10-11	C-/D
0-9	F

Compulsory Education

Grades 1 through 6

with continuation into secondary school by examination only

Curriculum: General Academic

A typical third year (grade 9) of lower secondary curriculum and number of class periods per week would be --

Religion	3		Biology	1
Ancient Greek	6		Physics	3
Modern Greek	4		Gymnastics	1
Mathematics	4	Algebra Geometry	Technical	1
English or French	3		Music	1 or 2
History	3		Hygiene	1
Geography	2			

A typical curriculum in the upper secondary level of the gymnasium and number of class periods per week would be --

	Year 4 (10th)	Year 5 (11th)	Year 6 (12th)
Religion	2		
Classical Greek	6	7	8
Modern Greek	4		
Latin	3		
Mathematics	4 Algebra - 2 Geom. - 1 Trig. - 1	Algebra - 2 Geom. - 1 Trig. - 1	Algebra - 1 Geom. - 1 Trig. - 1
French or English	3		
History	3 - M.W.		
Geography	2		
Philosophy	1		
Physics	3		
Astronomy	1		
Biology	1		
Cosmography	1		
Health	1		
Physical Education	2 or 3		
Technical (Concentration)	1		
Anthropology	1		
Vocal Music	1 or 2		

The end-of-the-year certificate will list the above courses. Not all will be studied in one year. Greek, mathematics, social studies are basic to each year. The other subject areas are varied in each year, depending upon the special interest of the student. Total number of class hours per week will be about 32-35.

Social Studies Courses - Curriculum Content

History

7th Year

Ancient Greek History
- .Prehistoric
- .Oriental People - Egyptians, Mesopotamians, Hebrews, Persians
- .Archaic Period
- .Classic Period
- .Hellenistic
- .Romans

8th Year

- .Greece under the Romans
- .Byzantine Period up to 12th Century
- .Western Europe to 15th Century - Medieval History Approach

9th Year

Europe
- .15th and 16th Centuries
- .17th and 18th Centuries
- .Years of Turkish Occupation 1453-1521
- .18th Century Europe

Modern Greek History

10th Year

Ancient Greek History (Greater depth to Roman Occupation)

11th Year

Greece under the Romans 1046 B.C. to Turkish Occupation 1453 A.D.

How Greece Evolved into a modern nation

Cyprus

12th Year

Europe
14th to 18th Centuries (Greater depth)

Modern Greece
1821 to present

Europe
18th and 19th Centuries

Modern Europe in relation to the Greek world

Psychology

11th Year

General Psychology
- .Perception
- .Volition
- .History of Psychology Adler, Freud, Jung

Philosophy

8th Year

Logic
- .Plato
- .Aristotle
- .Thomas Aquinas

Philosophy
- .Elements of Ethics
  - Exoteric
  - Philosophical

Aesthetics
- .Beauty, Art
- .Aesthetic Categories

Philosophy of Ancient Greece

Civics

9th Year

Sociology
Governments

12th Year

Sociology
Governments
International Relations

Mathematics - Curriculum Content

7th Year

1st Sem. - 3 hrs.

Sets
Theory and Numbers
Decimals
Equations
Addition
Operation
  Sums
  Multiplication
  Division
Powers
Fractions

2nd Sem. - 2 hrs.

Geometrical Figures
Line Angles
Circles
  Circumference
  Area
  π
Kinds of Triangles
Properties of Rectangles
Diamonds
Squares
Trapezoids

8th Year

1st Sem. - 2 hrs.

Arithmetic Sets
Real Numbers
Basics
Basics of Algebra
Algebra
Theoretic Geometry
Analytical Geometry (1 hr.)
Geometric Progressions
Logarithms - How to Use Them
Functions - Theoretical
T. Geometry - Surface Area and Volume
Area and Perimeters
Internal Space - Geometry

2nd Sem. - 2 hrs.

Equations of Algebra
Ratio-graphs
Simple Geometry
  .Angle
  .Theorems
Area
  .Rectangle
  .Hypotenuse
  .Circle
3-Dimension
  .Cubes
  .Square root
Algebra (1 hr.)
Theoretical Geom. (1)
Trigonometry (1 hr.)
  .Equations
  .Functions

9th Year

1st Sem. - 2 hrs.

Algebra

- Formulas
- Polynomials
- Equations - 1st degree
- Cartesian products
- Schematic Charts - Graphs
- Square Root
- Decimals
- Infinites
- Elements of Statistics
- Trigonometry (El.)

2nd Sem. - 2 hrs.

Geometry

- Theoretical Foundation
  - .Action
  - .Theorems
  - .Object
- Deductive-Inductive Reasoning
- Plane Geometry Area
  - .Surface
  - .Lines
  - .Points
- Symmetry
- Equality and Inequality
- Angles
  - .Triangles
  - .Isoceles
- Circle
- Circumference
  - .Sender
  - .Rays
  - .Area
- Intersecting Planes
  - .Properties
- Parallel Planes
- Lines
- Equations and Line Reflections
- Circles, Angles and Arcs
- Inscribed Angles

10th Year

1st Sem. - 2 hrs.

- Algebra (Rev.)
- Theoretical Geometry (2 hrs.)
- Statistics
- Trigonometry (1 hr.)
- Acute Angles
  - General
- Angles
- Radial Measures
- Equations
- Graphs
- Algebra
  - Reviewing and Solving Equations
  - Numbers Systems
  - Mathematical Systems
  - Polynomials
  - Mixed Numbers
  - Number Sentences
  - Equations - 2nd degree
  - Real Number Systems
  - Integers
  - Rational Numbers
  - Irrational Numbers

2nd Sem. - 2 hrs.

- Algebra
- Theoretical Geometry
- Geometry (1 hr.)
  - Theorems
  - Polygons and Circles
  - Angle Measurements
  - Congruents
  - Side Angle Relations
  - Circles
- Analytical Geometry
- Trigonometry (1 hr.)

11th Year

Algebra - (2 hrs.)

Actual Value of Real Numbers of Sum of Product and Quotient
Sequence, Property Limits
Arithmetic and Geometric Progressions
Harmonic Progressions
Logarithms
Common Logarithms and Tables of Logarithms
Compound Interest
Probability Theories
Intersection and Union
Sets, Subsets, Complementary Sets
Decompositions
Vectors
Components of a Free Vector
Equations of a Line in Orthogonal Systems
Slope of a Straight Line
Point Slope Form of the Equation of the Straight Line
Graphical Solutions (Linear)
Signs of the Trinomial

Geometry - (1 hr.)

Theorems of Limit
Polygons and Their Properties
Regular Plygons, Hexagons, Triangles, Rectangles
Three Dimensional Geometry or Solid
Areas and Sectors,
Perpendicular (Normal) Line to the Plane
Diedros: Solid Angles
Triedros, Polyedros
Criteria of Equality of the Triedros Angles, Properties of All of Them

Trigonometry - (1 hr.)

Trigonometric Functions of Sums and Differences of Two Angles in Terms of the Trigonometric Functions of the Angles
Trigonometric Identities
Transformation of Two Trinometric Functions Into a Product and Vice Versa
Application of Logarithmic Tables and Trigonometric Numbers
Trigonometric Functions of the Arc and Applications

12th Year

Algebra - (2 hrs.)

Generalities about Groups and Rings
Examples, Definitions, Properties
Functions of a Real Variable
Increasing, Decreasing Functions
Minimal, Maximal Functions
Graphs of Real Functions
Derivatives of Functions
Sketch of a Function
Indefinite Integrals

Properties and Applications in Geometry - (1 hr.)

Theoretical Geometry
Three-Dimensional Geometry
Prisms and Their Properties
Area of Prisms
Pyramids: Properties of, Area and Volume
Cone of Revolution: Properties, Volume of Cones
Symmetry in Space
Tangent Planes
Area of Cones,
Sphere Poles and Their Properties:
Rays, Sections, Bands, Triangles,
and Volume

Trigonometry - (1 hr.)

Basic Trigonometric Equations
Fundamental Identities
Trigonometric Systems
Trigonometric Inequalities
Inverse Trigonometric Equations or Functions
Inverse Cyclical Equations
Solutions of Problems Involving Triangles and Applications
of Them

Courses Offered in Vocational Schools

Lower Vocational Education

Mechanical Technicians
Electrical Technicians
Automobile Mechanics, Technicians
Building Construction Technicians
Carpenters and Cabinetmakers
Metalworkers
Plumbers
Refrigeration Technicians
Horology Technicians
Decorators
Draftsmen
Toy and Plastic Flower Makers
Spinners
Knitters
Weavers
Dressmakers
Housekeepers

Middle Vocational Education

Mechanical Installers
Electrical Installers
Building Construction Workers
Refrigeration Installers
Electronics Technicians
Topographers--Land Surveyors
Automobile Mechanics
Mineralogists
Merchant Marine Engineers
Merchant Marine Radio Operators
Shipbuilders
Mariners
Chemists
Medical Laboratory Technicians
Dental Technicians
Nurses Aides
X ray Radiologist Laboratory Technicians
Beauticians
Business Technicians
Ship Hosts

Accountants
Traveling Salesmen
Sales Personnel
Greek Language Teachers
Greek-English Secretaries
Typists - Stenographers
Cooperative Managers
Data Processors
Draftsmen
Decorators
Toy and Plastic Flower Makers
Dress Cutters
Journalists
Librarians
Weavers
Dyers
Spinners
Horologists
Hairdressers
Jewelry Makers
Seamstresses

Higher Vocational Education

Civil Engineers
Mechanical Subengineers
Electrical Engineers
Electronical Engineers
Shipbuilders

Physical education is compulsory each year. Secondary school classes meet three times per week.

In remote areas, only the three-year lower secondary is available. Evening high schools with seven-year attendance operate in urban areas for students who are employed.

Two experimental secondary model schools are under the University of Athens and the University of Thessaloniki.

Promotion certificate (Endicticon) based upon written examinations issued at end of each school year.

Useful Terms

General education = genikis ekpaedefsos

Vocational education = epaguelmatikis

Secondary education = mexsis

Primary education = dimotikis

Promotion Certificate = endicticon

*Attached is an English translation of the commonly used endicticon.

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THE COUNTRY INDEX. Sharp, Sepmeyer, Sasnett. Sevory Publishing, 1971.

EDUCATION IN GREECE. Ministry of National Education and Religion, 1973.

THE NEW ANALYTIC SECONDARY SCHOOL PROGRAM, DAILY, EVENING AND VOCATIONAL: Law 723, Nov. 1, 1969, translated from the official curriculum guide of the Greek Ministry of Education. Available in Greek only.

18 *English Translation of Endicticon

DEMOCRACY OF GREECE

HIGH SCHOOL OF_____

Student No._____

B.P.S. No. _____

Certificate No._____ School Year 19___ - 19___

CERTIFICATE

The student _____was born in _____ and his father's profession is that of a _____. He(she) is registered in the matriculation book of the Community (Municipality) of_____, registration number _____ year of birth _____as this appears in the certificate of the above Community (Municipality)_____number _____and date_____. He(she) is a Christian Orthodox. Having attended all the _____ grade courses of our Science, Liberal Arts oriented high school, during the school year 19___ - 19___ and having taken all the examinations provided by law, he(she) has graduated to the _____grade. Her(his) average grade is _____ and his(her) conduct is _____
fair, good, very good, excellent good, excellent.

The average yearly grade per course has been as follows:

Religion	( )	Philosophy	( )
Classical Greek	( )	Physics	( )
Modern Greek	( )	Anthropology	( )
Latin	( )	Biology	( )
Math	( )	Cosmography	( )
French - English	( )	Health	( )
History	( )	Articraft	( )
Geography	( )	Music	( )

VALID FOR SCHOOL USE ONLY

The Teachers

The Principal_____Date_____ _____

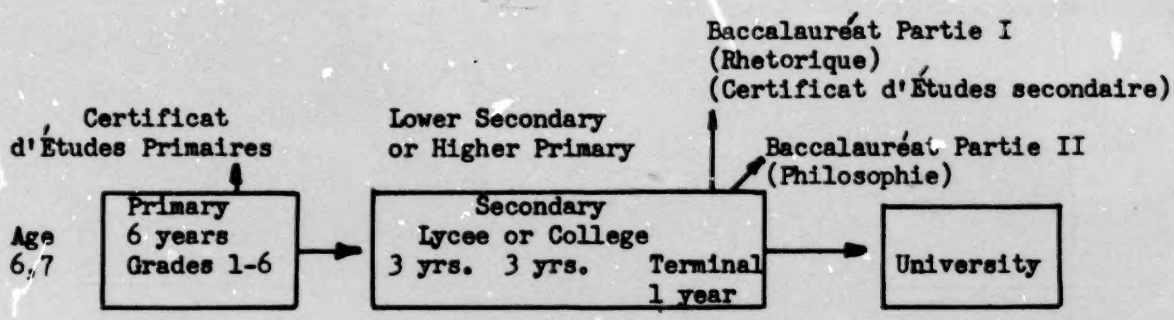
_____

_____

THE HAITIAN EDUCATIONAL SYSTEM

HAITIAN EDUCATIONAL SYSTEM

Educational System



School Year

October to July
Public Secondary schools: Semester plan
Some private schools: Trimester plan
Compulsory Education: Primary -- 6 years

Grading System

		U.S.
Excellent	91-100%	A
Tres Bien	80-90%	B
Bien	60-79%	C
Moyen	50-59%	C
Passable	40-49%	D
	Below 40%	F

or 1 - 10, passing grade 5

School Organization

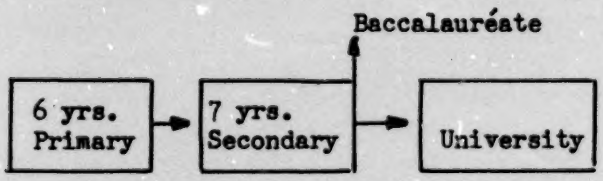
Preprimary: One year "infant classes" are available for children between the ages of 4 and 6 years. They are not compulsory.

Primary: The primary school lasts six years. Pupils normally start between the ages of 6 and 8 and finish between 12 and 14. The primary course comprises three cycles -- preparatory, elementary, and intermediate -- and leads to the Certificat d'Études Primaires, awarded by examination.

Secondary: Public schools are called "lycees" and operate on a semester basis. Private schools are called "colleges, cours, centres, or instituts. Some operate on a tri-semester basis. Curriculum is prescribed by the Ministry of Education. Admission to any secondary school in Haiti requires successful completion of Certificat d'Études Primaires (Certificate of Primary Studies). A student entering secondary school, seventh grade in the U.S.A., will normally be 12 to 14 years of age.

There are basically four streams or sections that a student can enter in secondary school: Full Academic, Transitional, Transitional or Terminal, and Terminal.

Full Academic



Primary school issues: "Certificat d'Études Primaires"

Lower Secondary issues "Brevet Elementaire" (Premiere Cycle)

Upper Secondary issues: (Seconde cycle)

Baccalauréate, after 12th year

Baccalauréate seconde after 13 yrs.

Classics - Liberal Arts

Science and Letters

Mathematics

Transitional

First Cycle Lower Secondary Grades 7,8,9

Transitional to Second Cycle (Upper) to Secondary

Primary Teacher Training
3 yrs. Grades 10-11-12

Nursing Certificate of Diplome

2 yrs. Brevet Supérieur Grades 10 - 11 and

3 yrs. Nursing Certificate Grades 12, 13, 14

Transitional or Terminal

Higher Primary Stream
3 years
Grades 7, 8, 9
Brevet Elementaire -- may be Terminal

Holders of the Brevet Elementaire can enter:

A 4-year terminal technical vocational program leading to Brevet d'Aptitude Professionele in Commercial Training, Accounting, Hotel Management, etc.

A 2-year transitional program leading to a nursing certificate program, or a primary school teacher training program.

Terminal

Technical-Vocational
3 years
Grades 7, 8, 9
Certificat e'Aptitude Professionelle

(Certificate of Professional Aptitude)

Curriculum

Typical Course Offerings

A

Subject	Hours/wk
Religion	1
French	5
English	2
Math	5
Science	2
Social Studies (Hist. and Geog.)	3
Spanish	2

B

Subject	Hours/wk
Religion	2
French Comp.	3
French Lit.	3
Haitian Lit.	2
Latin	3
English	2
Math	5
Nat. Science	2
Geology	2
Physics	2
Chemistry	2
Physiology	2
Social Science	3
Cosmography	1
Common Law	1
Political Economics	1
Philosophy	1

Please note very few five-day weekly classes. To grant credit, combine core areas totalling five-day week. If three, allow 1/2 credit.

Reference Materials

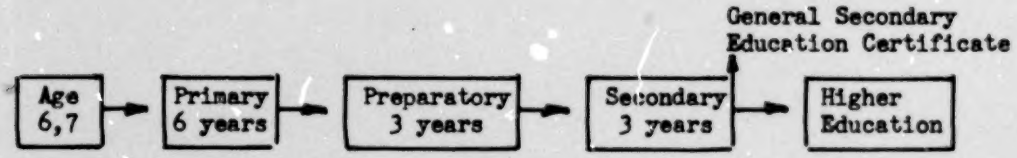
THE ADMISSION AND ACADEMIC PLACEMENT OF STUDENTS FROM THE CARIBBEAN. National Association for Foreign Student Affairs, American Association of Collegiate Registrars and Admission Officers. Haiti, 1972. pp. 146-59.

THE COUNTRY INDEX. Sharp, Sepmeyer, Sasnett. Sevory Publishing, 1971.

THE JORDANIAN EDUCATIONAL SYSTEM

JORDANIAN EDUCATIONAL SYSTEM

Educational System (since 1961)



Secondary Schools (often called "colleges")

Academic program consists of literary and scientific streams.

Vocational stream includes agricultural, commercial, and technical programs.

Higher Education

The General Secondary Education Certificate is required for admission to each of the following:

Two-year institutes (teacher training, agricultural, commercial)

Bir-Zeit College - a two-year junior college offering Associate in Arts and Associate in Science degrees

Archaeological and theological schools

University of Jordan - offers four-year programs, but no graduate school; operates on semester basis.

School Year

September to May

Grading System

Typical Scale		U. S. Equivalent	
90-100	Excellent	A	It is unusual for a student to score above 85. Barely 50 percent of the secondary school students pass the General Secondary Education Examination
80- 89	Very Good	A	
70- 79	Good	B	
60- 69	Average	C	
50- 59	Pass	D	
Below 50	Failure	F	

The total score on the General Secondary Education Examination for a student in the literary stream is the sum of the grades of six subjects: Religious Education, Arabic Language and Literature, English Language and Literature, Arabic History and the Palestine Problem, and the highest grades in any two other subjects.

In the scientific stream, the total score is the sum of the grades of six subjects: Religious Education, Arabic Language and Literature, English Language and Literature, Mathematics, and the highest grades of any two other subjects.

Compulsory Education

Distribution of Weekly Periods in the Compulsory Cycle, 1966-67

Subject	Elementary Grades 1	2	3	4	5	6	Preparatory Grades 1	2	3
Religious Education*	2	3	4	4	4	4	3	3	3
Arabic Language**	12	10	--	--	--	--	--	--	--
Reading and Comprehension	--	--	5	4	3	3	3	3	3
Handwriting and Dictation	--	--	2	2	2	2	1	1	1
Oral Expression	--	--	2	2	1	1	1	1	1
Grammar	--	--	--	--	--	--	1	1	1
Language Exercise and Grammar	--	--	-	1	1	1	--	--	--
Recitation	--	--	--				1	1	1
Singing and Recitation	--	--	1	1	1	1	--	--	--
Subtotal	12	10	10	10	8	8	7	7	7
English Language	--	--	--	--	6	6	6	6	6
Mathematics									
Arithmetic					4	4	1	1	2
Algebra					--	--	2	2	2
Geometry					1	1	2	2	2
Subtotal	4	5	5	5	5	5	5	5	6
Environment	2	3	3	4	--	--	--	--	--
Social Studies	2	3	3	3	3	3	3	3	4
Sciences	--	--	-	--	3	3	4	4	4
Art Education									
Drawing	1	1	1	1	1	1	1	1	1
Handicraft	1	1	1	1	1	1	1	1	1
Music	1	1	1	1	1	1	--	--	--
Subtotal	3	3	3	3	3	3	2	2	2
Physical Education	3	3	3	3	3	3	2	2	2
Vocational Education***									
Domestic Science (for girls)	--	--	--	--	--		3	3	3
Agricultural, Industrial, and Commercial Education (for boys)	--	--	--	--	--		3	3	3
Subtotal	--	--	--	--	--	--	3	3	3
Total number of periods	28	30	32	32	35		35	35	37

* One weekly period reserved for Koran rec[illegible]on in elementary grades 3-6 and preparatory grades 1-3.

** Taught as an integrated unit, but weekly period references indicate the relative importance of each branch.

*** Two additional extracurricular weekly periods devoted to vocational education. If there are no facilities for art education, the two periods reserved for that discipline may be used.

Curriculum

	BOYS					GIRLS				
	Secondary Grades					Secondary Grades				
	1	2		3		1	2		3	
		Literary	Scientific	Literary	Scientific		Literary	Scientific	Literary	Scientific
Religious Education	3	3	3	3	3	3	3	3	3	3
Arabic Language	7	8	5	8	5	7	8	5	8	5
English Language	7	8	6	8	6	7	8	6	8	6
History (general)	2	2	--	2	--	2	2	--	2	--
Arabic History	--	2	--	2	--	--	2	--	2	--
National Education	1	--	--	--	--	1	--	--	--	--
Geography	2	--	--	--	--	2	--	--	--	--
Geography of Arab Countries	--	2	--	2	--	--	2	--	2	--
General Geography	--	2	--	2	--	--	2	--	2	--
Arab World	--	--	2	--	2	--	--	2	--	2
Mathematics	5	1	7	1	6	5	1	7	1	6
Physics	3	--	4	--	3	3	--	4	--	3
Chemistry	2	--	3	--	3	2	--	3	--	3
Biology	2	--	3	--	3	2	--	3	--	3
Specialization*	--	--	--	--	3	--	--	--	--	3
Sociology and Philosophy	--	2	--	2	--	--	2	--	2	--
General Science	--	2	--	2	--	--	2	--	2	--
Home Economics	--	--	--	--	--	2	2	2	2	2
Physical Education	1	1	1	1	1	1	1	1	1	1
Military Training	3	3	3	3	3	--	--	--	--	--
Civil Defense	1	1	1	1	1	1	1	1	1	1
Total Number of Periods	39	37	38	37	39	38	36	37	36	38

* Specialization: Physics, Chemistry, Biology, or Mathematics

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THE HASHEMITE KINGDOM OF JORDAN. Ministry of Culture and Information. 1973

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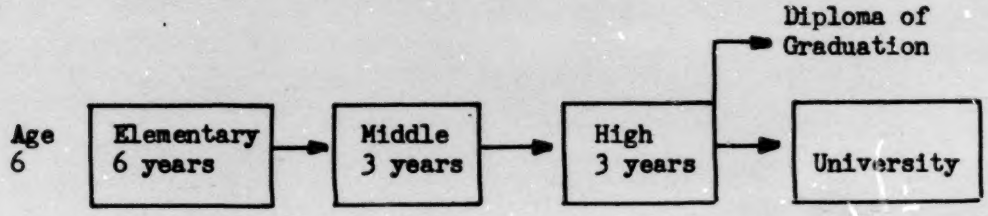
THE KOREAN EDUCATIONAL SYSTEM

KOREAN EDUCATIONAL SYSTEM

Educational System



School Year

April to October, October to March, 35 weeks (232 days)

Grading System

Lowest passing grade varies from 60 percent to 40 percent. Some schools use letter grades. Check secondary school transcript, which frequently offers guidelines.

				U.S. Equivalent
90-100%	90-100%	80-100%	A	A
80-89%	80-89%	60-79%	B	B
70-79%	60-69%	46-59%	C	C
60-69%	50-59%	40-45%	D	D
Below 60%	Below 50%	Below 40%	E/F	F

Su	-	Excellent	A
Wo	-	Good	B
Mi	-	Fair	C
Yang	-	Pass	D
Ka	-	Fail	F

Curriculum

Secondary Education. Secondary education covers the six years beyond elementary education. The secondary schools are divided into two units: middle school (grades 7, 8, and 9) and high school (grades 10, 11, and 12).

Middle School. Grade III (9th grade or first year high school)

Curriculum	Weekly Time Allotment in Class Periods per Week
Korean Language	4-6
Mathematics	2-4
Algebra	(2 periods)
Geometry	(2 periods)
General Social Studies	2-4
Biology	-
Physical Education	2-4
Music	1-2
Fine Arts	1-2
Vocational Education (Drafting)	3-12
Foreign Language (English, German)	3-5
Moral Education	1
Total	30-33

NOTE: One unit indicates an hour weekly in a semester.

High School

	Weekly Time Allotment in Class Periods per Week:		
	I (10)	II(11)	III(12)
Korean Language	4-7	6	6
General Social Studies*	1 Pol.Sci.	1 Econ.	1 Soc.
Ethics and Morality	1	1	1
Korean History	1	1	1
World History	-	2	2
Geography I	-	-	-
General Mathematics** (Common Math. Problems)	4	-	-
Biology I	1	2	1
Physical Education	1	1	1
Music	-	-	-
Arts I Fine Arts	1	-	-
General Management	1	1	-

* General Social Studies consists of political science, economics, sociology.

** The required course in mathematics comprises the study of algebra through simple and quadratic equations; logarithms and trigonometry functions; and calculus (two periods a week).

(Electives)

Weekly Time Allotment in Class Periods per Week:

	I (10)	II(11)	III(12)
National Language	3	-	-
World History	3	-	-
Geography	-	-	-
Geometry (Plane and Solid)	-	2	2
Analytical Geometry	-	2	2
Physics *	1	-	1
Chemistry *	1	-	1
Biology *	-	-	-
Geology *	-	-	1
Military Training	-	-	-
Philosophy and Education *	-	-	-
Foreign Languages **	-	-	-
Special Activity	-	-	-
Vocational (Technical Shop - Elementary Engineering)	-	-	-

* Required science (one to be chosen) includes physics, chemistry, biology, and geology. Biology covers the study of all living things, animal and plant, and human hygiene. Geology includes mineralogy, astronomy, meteorology, and oceanography.
Philosophy includes logic.

** Foreign Languages: English, German, French, Chinese

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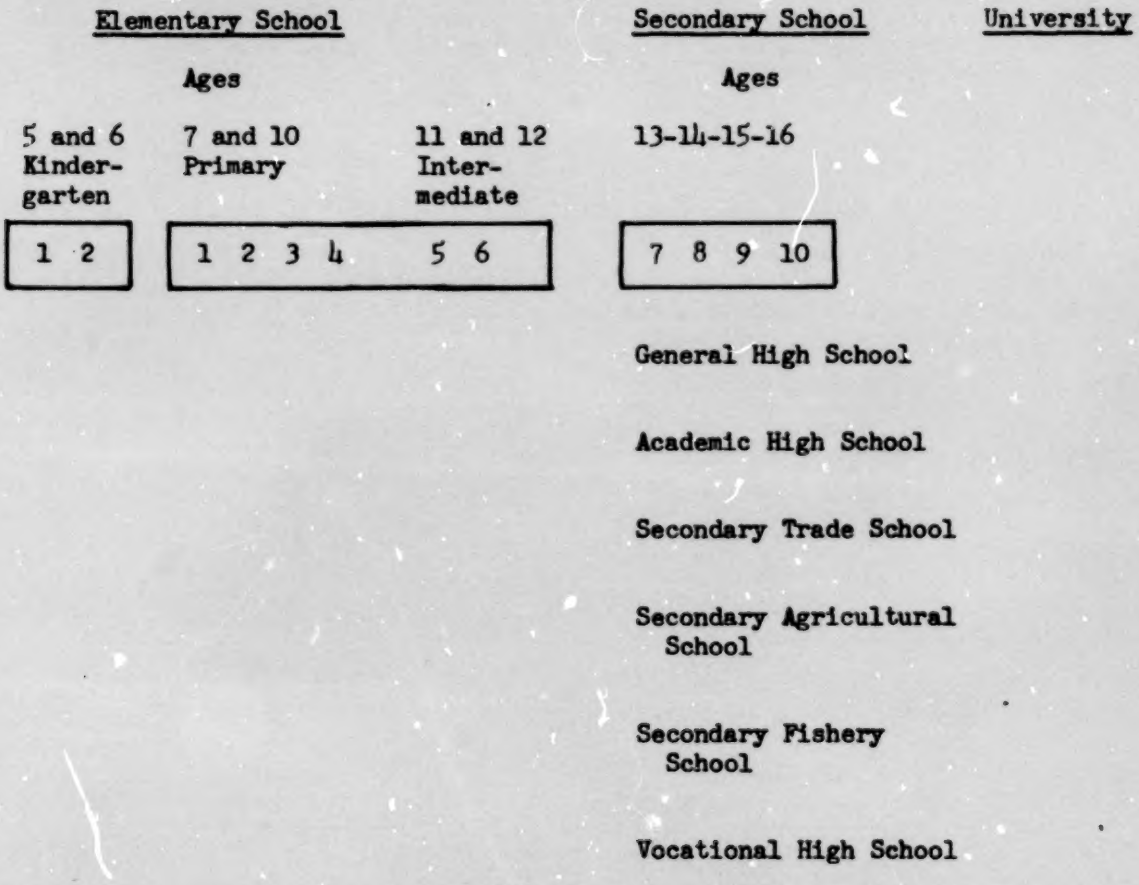
THE PHILIPPINE EDUCATIONAL SYSTEM

PHILIPPINE EDUCATIONAL SYSTEM

Educational System



Six-year primary; six-year secondary (high school); ages 6 to 16. From high school to university for four years.

Graduation from secondary school in the Philippines may represent 10, 11, or 12 years of formal education. Most schools are 10-year schools.

10-year System	11-year System	12-year System
kindergarten	kindergarten	kindergarten
primary I-IV	primary I-IV	primary I-IV
intermed. I	intermed. I-II	intermed. I-III
secondary I-IV	secondary I-IV	secondary I-IV

The best Filipino schools offering 11-or 12-year programs of elementary and secondary education produce graduates who can successfully compete as freshman students at a U. S. college or university.

It should be noted that the first year of study in each of the Filipino school systems is called the kindergarten year. However, the instruction which is offered is more like the first grade in U. S. schools. Students are expected to develop reading skills, and they receive instruction in simple arithmetic.

Grading System

Varies with school; depends upon school system

Public schools - 0 - 100

Evaluating schools tend to downgrade marks. B becomes C, etc.

Curriculum

The following curriculum is for all high schools.

Revised Secondary Curriculum

Time Allotment - Minutes Per Week

U.S.A. Grade Equivalent	7th		8th		9th		10th	
Subjects	1st Year		2nd Year		3rd Year		4th Year	
	Units	Min./ week	Units	Min./ week	Units	Min./ week	Units	Min./ week
Comm. Arts (English)	2	300	1	180	1	180	1	180
Comm. Arts (Filipino)	1	180	1	180	1	180	1	180
Social Studies	1	180	1	180*	1	180	1	180
Science	1 Gen.Sci.	180	1 Chemistry	180	2 Biology	300	2 Physics	300
Mathematics	1 Arith.	180	1 El. Alg.	180	1 Alg.-Geom.	180	1 Adv. Alg.	180
Practical Arts/ Vocational Course**	1	300	1	300	1	300	1	300
Electives (Academic/ Vocational			1	180/300***	2	360/600	2	360/600
Youth Dev. Train. (I-III)	1	300	1	300	1	300	1	300
Citizen Army Training (IV)								

* The teaching of the New Constitution shall be integrated into the course in Philippine History and Government.

** Series of vocational subjects to choose from which will give the students sufficient training for initial gainful employment and/or preparation for the post secondary technical institutes. There should be as many series or sequences of vocational courses (agriculture, fishing, etc.) as the community demands and the school can afford to offer.

*** If elective is Practical Arts and in Shop or Field Work, it should be one unit for 300 minutes a week or one hour a day for five days a week. If elective is academic, it should be one unit for 180 minutes a week or one hour a day for three days a week.

Subject Areas

A Brief Description

Communication Arts

Part of the broad field termed "Humanities" in the revised secondary curriculum. It aims at further developing the student's communication arts - listening, speaking, reading, and writing - to help him discover his abilities and tastes and to utilize his potential and attain his fulfillment as a human being.

Communication Arts - English I

Focuses on the mastery of the basic sentence and paragraph patterns, Philippine literature, and the enjoyment of art forms.

Communication Arts - English II

Focuses on expanded sentence forms and Asian and African literature.

Communication Arts - English III

Focuses on different composition patterns and English and American literature.

Communication Arts - English IV

Focuses on formal writing, world classics, and discipline in the arts.

Communication Arts - Filipino I

Covers mastery of the basic sentence and paragraph patterns.

Communication Arts - Filipino II

Deals with more complex sentence patterns and prose and poetry in Filipino.

Communication Arts - Filipino III

Uses longer forms of discourse.

Communication Arts - Filipino IV

Puts emphasis on the four forms of discourse.

Character education is integrated with the content at all levels.

Science

The natural sciences (biological and physical) consist of integrated science courses with emphasis on a particular area at each year level. Science I (first year) emphasizes physical concepts; Science II (second year, chemistry); Science III (third year, biology) and Science IV (fourth year, physics). These courses aim to strengthen the science processes developed in the elementary grades and to acquire basic knowledge of scientific concepts and principles, making the student scientifically literate and, therefore, a more effective citizen.

Social Studies

The social studies offerings have corresponding conceptual themes for each year. Social Studies I, The Community, has geography, anthropology, and sociology as dominant disciplines; Social Studies II, Philippine History and Government, has history and political science; Social Studies III, Development and Progress, gives added stress to economics; Social Studies IV, The World: A Cultural Perspective, places new emphasis on geography, anthropology, and sociology. Teaching for values will be stressed to develop a concerned citizen in a democratic society.

Mathematics

Although arithmetic, algebra, and geometry are integrated and presented as mathematics in a unified form in every curriculum year, emphasis differs from year to year. Mathematics I emphasizes number system; Mathematics II, algebra; Mathematics III, geometry; and Mathematics IV, advanced algebra and concepts from other branches of mathematics depending on the needs of the community and the abilities of the students.

Practical Arts

This program includes Homemaking Arts, Agricultural Arts, Industrial Arts, Business and Distributive Arts, and Fishery Arts. It is designed to expose the boys and girls to as many areas of Practical Arts as possible and to develop trainability through occupational orientation, occupational understandings, and to develop good work habits and ways of getting along with people in the occupations. During the first and second years, the student will go through exploratory experiences in at least three areas depending on the resources and facilities of the high school and the economic needs of the community. At the end of the second year, he shall have selected one area in which he is particularly interested and

in which he will get further training during his third and fourth years to make him a useful member of his family and to gain initial employment after graduation.

Youth Development Training is offered to first-, second-, and third-year students. It includes the physical education program, health education offerings, scouting, and music. Citizen Army Training is given to the fourth-year students, instead of scouting, to provide the students with basic citizen army training for one academic year. The physical education program emphasizes physical fitness and recreational and competitive sports with active participation by the learners. The health education offerings consist of Health I, which focuses on the components of the organism's structure and their relation to human growth and development; Health II, which focuses on factors that affect the sequences of growth and development; Health III, which focuses on the health and behavior problems of adolescents; and Health IV, which deals with the interaction of the individual and his environment.

Boy or girl scouting covers the following areas of training at each year level: for boy scouting - citizenship, outdoor program, and organizations; for girl scouting - the development of the girl, service, and relationship with other people. The content of the course progresses in a spiralling scheme from year to year, developing the basic skills and values covered by each area.

Music Education

It is offered in all curriculum years. Approximately 65 percent of the total number of music pieces to be learned in each curriculum year should consist of Filipino native and composed music; the rest should be foreign folk and composed music, including those of the internationally known music masters. The creative - unsegmented and integrative - conceptual approaches are suggested for music teaching-learning situations.

(Grant music credit; may not be in credentials.)

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THE VIETNAMESE EDUCATIONAL SYSTEM

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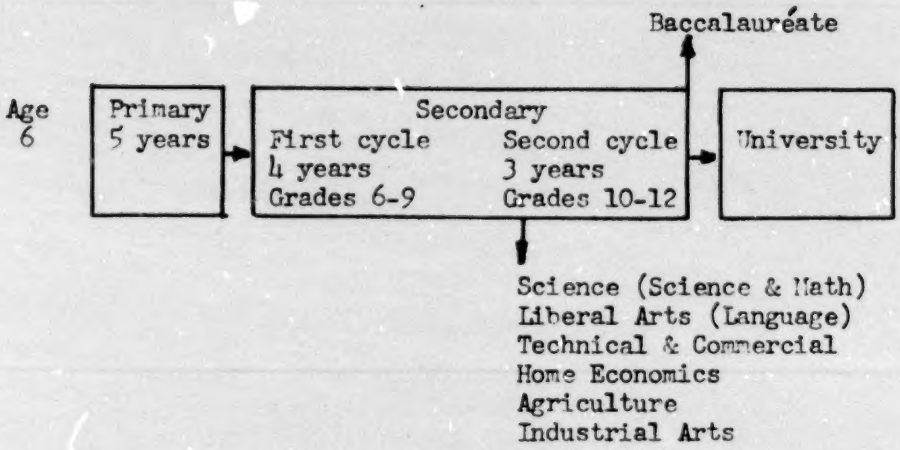
VIETNAMESE EDUCATIONAL SYSTEM

I. EDUCATIONAL SYSTEM



Compulsory school age: 6 - 10 years

Secondary school: Both first and second cycle are taught under one roof, but operate independently of one another.

A secondary school is called a lycée if it offers a program of seven years, or a collège if it offers only the first cycle.

II. SCHOOL YEAR

September - June

32 - 36 weeks

6 days per week

4 - 6 hours of classes a day.

Class period, one hour with prescribed number of hours per week.

III. GRADING SYSTEM

Course Work	U. S. Equivalent	Examination		
16 - 20	A	UU	Tres Bien	A
14 - 15	B	Binh	Bien	B
12 - 13	C	Binh Thu	Assez Bien	C
10 - 11	C/D	Thu	Passable	C/D
Below 10	Failure			

IV. CURRICULUM

The following pages describe the curriculum for all seven years of secondary school as of 1960. Recent sources indicate that the curriculum for grades VII - IV in the secondary school are the same for all students. Ten subjects are studied.

Elementary Education

Age of admission: Six years

Five-year program: Grades 5, 4, 3, 2, 1

Secondary Education

Seven-year program divided into two cycles:

First: Four year's duration: Grades seven, six, five, four

Second: Three year's duration: Grades three, two, one

Curriculum of First Cycle

(Classes - seventh, sixth, fifth, fourth)

Hours a Week per Year

SUBJECTS	GRADE VII	GRADE VI	GRADE V	GRADE IV
1. Vietnamese and Chinese	5 + 1	5 + 1	5 + 1	5 + 1
2. History -- Geography	2	2	2	2
3. Civics (theory and practice)	2	2	2	2
4. Modern language	6	6	5	5
5. Natural science	1	1	2	2
6. Physics -- Chemistry	2	2	2½	2½
7. Mathematics	3	3	3½	3½
TOTAL . . .	22	22	23	23
Drawing	1	1	1	1
Music	1	1	1	1
Physical education (1)	3	3	3	3
Handicraft (for boys)	1	1	1	1
or				
Home economics -- Child care (for girls)	1	1	1	1
TOTAL . . .	28	28	29	29

Curriculum of Second Cycle

(Classes - third, second, first)

Hours a Week per Year

SUBJECTS	Modern Literature			Classical Literature			Mathematical Science			Experimental Science		
	Grades III	II	I	Grades III	II	I	Grades III	II	I	Grades III	II	I
1. Vietnamese	5	5	0	5	5	0	3		0	3	3	0
2. History - Geography	2	2	2	2	2	2	2	2	2	2	2	2
3. Civics (theory and practice)	2	2	1	2	2	1	2	2	1	2	2	1
4. Philosophy	0	0	9	0	0	9	0	0	3	0	0	4
5. First modern language	6	6	6	6	6	6	4	4	3	4	4	3
6. Second modern language	6	6	6	0	0	0	4	4	3	4	4	3
7. Classical language (Chinese or Latin)	0	0	0	6	6	6	0	0	0	0	0	0
8. Physics - Chemistry	1	1	1	1	1	1	4	4	6	4	4	6
9. Mathematics	1	1	1	1	1	1	6	6	8	4	4	4
10. Natural Science	1	1	1	1	1	1	1	1	1	3	3	4
TOTAL . .	24	24	27	24	24	27	26	26	27	26	26	27
Physical education *	3	3	3	3	3	3	3	3	3	3	3	3
Home Economics - Child Care (for girls)	1	1	0	1	1	0	1	1	0	1	1	0
TOTAL . .	27 and 28	27 and 28	30	27 and 28	27 and 28	30	29 and 30	29 and 30	30	29 and 30	29 and 30	30

* When there are means and more instructors, the number of hours in physical education may be increased up to six hours per week.

Completion of the twelfth grade in Vietnam does not guarantee a high school diploma to a student. Certification is obtained through a national exam called the Baccalauréate II. The Baccalauréate I, formerly required for entrance into Class I, was discontinued in 1973.

At the third, second and first years, the student selects one concentration from several major concentration areas:

A. Humanities with the emphasis on languages.

B. Experimental Science with an emphasis upon the sciences, primarily physics, chemistry, and the natural sciences.

C. Mathematics with an emphasis upon mathematics.

D. Classical Literature with an emphasis upon philosophy and Chinese as a foreign language.

E. Technical and Commercial
F. Home Economics
G. Agriculture
H. Industrial Arts

These have been added recently. The four preceding are more traditional.

With each specialization, a certain amount of support from a related field is included: for example, a science program offers a minor amount of mathematics, a smattering of a foreign language, but no social studies other than philosophy and Vietnamese history. A student majoring in language has almost no exposure to mathematics or science. As in the first cycle, there are no elective subjects, no enriching courses.

At the secondary school level there are presently 24 technical schools throughout the country and four polytechnic schools in Da Nang, Qui Nhon, Vinh Long, and Saigon. These polytechnic schools offer courses in Home Economics and Business Education, as well as Diesel Auto Mechanics, Industrial Electricity, Sheet Metal, Forging, Welding, Machine Shop and Woodworking. There are also 320 private technical institutions.

V. SAMPLE SECONDARY SCHOOL RECORD CARD

A Sample Secondary School Record Card from a 1972 source is presented to indicate possible course of study choices:

BACC

Name _____ SCHOLASTIC RECORD School Year _____

	First Semester				Second Semester		
	Credit	Grade	G.P.A.	Rank	Grade	G.P.A.	Rank
composition							
Vietnamese literature							
Philosophy							
Language I oral							
Language I written							
Language II oral							
Language II written							
History and geography							
Mathematics							
Physics and chemistry							
Natural science							
Clothing							
Physical education							
Behavior							

Average of the 1st semester _____ Average of the 2nd semester _____

Rank _____ Rank _____

Grade average of the year _____

Rank _____

Comments: _____

_____

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VI. ENROLLMENT OF THE VIETNAMESE STUDENT

Eligibility

Students with the "Refugee" or "Parolee" status visas I-94 are eligible for enrollment in the public schools of Chicago without the payment of tuition, provided their parents or legal guardian are also residing in the city of Chicago.

Grade Level Placement

Students should be placed at appropriate age levels in both elementary and high school. The Vietnamese educational system is a five-year primary school, beginning at age six, and a seven-year secondary school, equivalent to grades 6 to 12 in the Chicago public schools, usually ages 11 to 18. The number of years of schooling is the second component in the formula for appropriate placement.

For the youngster beyond 11 years of age, check carefully to ascertain whether he attended secondary school. Statistics for 1971 show that there were a total of 7,425 public, private, and semiprivate primary schools and a total of only 886 secondary schools. Secondary school buildings, facilities, and teacher supply have not kept pace with the primary school enrollment.

Determining true age may be difficult. A child's age may be given as one year older than the child actually is. The Vietnamese follow the lunar year calendar and consider a child to be one year old at birth; he gains another year every TET or New Year. A child born immediately before TET quickly becomes two years old. Errors in documentation may have been made in the resettlement camps. For the older student, birth certificates were sometimes falsified to avoid military service. The documented age of birth will need to be accepted as true. If learning or adjustment problems occur, the true age factor will need to be reevaluated. For the kindergarten child, a bilingual Vietnamese teacher or teacher's aide might administer a short oral school readiness examination.

The elementary school program should be flexible, offering as many regular classes as possible with the flexibility to move a student back and forth. Bilingual and TESL classes should be offered. It is important to preserve the rich Vietnamese culture as well as to provide English-learning opportunities for integration into American society.

Students who have completed three years of secondary school in Vietnam should be considered high school freshmen; students who have completed four years should be placed at sophomore level, and so on.

Due to the financial situation of most of the refugee families, work-study programs for those high school students who qualify should be considered in the initial adjustment process.

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Student Credentials

Many secondary students will be arriving without official credentials, and a policy should be established for the granting of credit for studies in Vietnam. Suggested procedures follow:

> Allow the student to reconstruct his curriculum experiences and have this statement notarized. Allow credits as they relate to our course of study.
>
> Follow part of the above procedure, i.e., completion and notarization of educational experiences and defer granting of credits one year pending successful completion of the next level of studies.
>
> Credit by examination in English for all course work being considered for credit. Unless student is proficient in English, examinations should be deferred until one or two years of English are completed.
>
> Credit by examination in Vietnamese. These examinations should be developed.

For the students arriving with official credentials, the curriculum and time allotment per subject guide will be helpful in determining credits to be granted. The services of the Office of Foreign Student Credentials are also available. A firm rule to follow is: Allow no more credit per year than the number that a student could earn at your school within a year, possibly 4 3/4 to 5 3/4.

Educational Notes

Kent Sutherland, on loan to the Center for Applied Linguistics, says:

> Individual schools and teachers need to prepare now to help Vietnamese students deal with a new, and in many cases, startlingly different educational environment. Vietnamese schools are much different from ours, and teachers will need to understand Vietnameses cultural values when dealing with refugee students. The Vietnamese are wonderful people -- intelligent, courteous, delightful to work with -- but they are not used to the American educational milieu. Most of them will be in need of special training in English. It will take time, dedication and lots of love, but at the same time it will take specialized professional knowledge and training which most teachers do not have.

Scholarship is highly respected in Vietnam, and education is geared primarily to academic university preparation. In recent years technical and vocational training have been receiving greater attention because

of the needs of the country. Since the majority of the refugees represent the middle class in Vietnam, most of the youngsters will be academically oriented. In 1972, 97.78 percent of all elementary school children were admitted to first grade. In certain regions, compulsory education for the 6 - 10 group was not fully carried out because of the war. However, even for this group, the percentage of children attending school was 85 percent. In the cities, school attendance presented no problem. There are 280 public high schools, 500 private secondary schools, and some semiprivate schools in Vietnam. The best public high schools are in Saigon and other major population areas.

The language of instruction is Vietnamese in both elementary and secondary schools. Second language learning, now English, begins in sixth grade, first cycle of secondary school. Third language learning, usually French, begins in the tenth grade.

The school climate is a strict one, similar to that of our parochial schools of 15 or 20 years ago. Respect for the teacher is pronounced, and a public reprimand is very keenly felt. Homework is important and performed diligently. Rote memorization and response is the method of learning, and voluntary participation in class discussion is relatively unknown. Teachers have traditionally sat on a raised platform and lectured while students took copious notes that they were expected to memorize. There is never any class discussion betweeen teacher and students. Students should be encouraged to participate freely in class discussions.

Most Vietnamese are Buddhist, and this religious philosophy and training provide an inner strength and self-discipline which will facilitate adjustment to this new situation. The Buddhist belief in destiny provides insulation for this adjustment as well.

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VII. CULTURAL NOTES

Names

Vietnamese surnames come first, followed by middle name, followed by given name:

NGUYEN	HY	QUANG
(family name)	(middle name)	(given name)

There can be a great deal of confusion if this simple fact is not observed.

The really perplexing thing for most Americans, however, is that while Vietnamese surnames come first, they are never used. Vietnamese use only their given names when referring to one another. It is incorrect as well as a serious breach of etiquette -- a cross-cultural faux pas -- to refer to a Vietnamese by his family name alone.

In speaking with a Vietnamese, one should always refer to the person as Dr., Mrs., Mr., plus given name.

And remember, the given name occurs last, so the correct way of referring to NGUYEN HY QUANG would be Mr. Quang or, more informally, just Quang.

Hand Motions

Waving motions in Vietnam are quite different from those in the United States. To try to call a child by beckoning with the fingers while the palm is up will baffle him. But, if you put your palm down and motion him toward you with the entire palm and fingers, in a "pawing" motion, he will understand. Our usual movements for waving goodbye may seem like "come here" to him, but if you raise your hand and wave the whole hand from side to side, he'll feel as if you are giving him a good send-off.

Do not beckon with a crooked finger. In Vietnam dogs are called in this way. It is offensive to human beings.

Family Relationships

The Vietnamese child is part of a strong, large extended family unit. There is good communication between adult and child and the roles of each are clearly defined. Children from such a stable family situation are generally secure, highly intelligent, and highly motivated.

Vietnamese parents tend not to discipline or place restrictive limits on their children at as young an age as do many American parents. Generally, corporal punishment, such as spanking or slapping a child's

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hands, is not used; rather, the children are spoken to in a quiet, controlled manner. This does not give a child license to do as he wishes; built within the family values is a responsibility to others.

Expression of Feeling

The Vietnamese people, including the children, usually do not express their anger or displeasure in a very direct manner; instead, it is expressed in a more passive way which may sometimes be interpreted by Westerners as stubborn, obstructionistic behavior. Especially for the older child, it may take considerable time before he feels comfortable in verbally expressing negative thoughts and feelings.

The yes or no response of a child is never clearly defined. For the sake of harmony he will say yes when he means no and no when he means yes. The best way to overcome this impasse is to ask more than twice, or wherever possible to ask a more directive question. Example: in offering a child a cookie, instead of asking whether he wants a cookie, ask him, "Which one do you want?"

Diet

The primary staple in the Vietnamese diet is rice, which is eaten three times a day. This should be considered in menu planning in school lunchrooms which serve a significant number of Vietnamese students. The rice is supplemented by noodle soup, greens, and small amounts of meat and fish. There are many fruits -- bananas, mangos, papayas, oranges, coconuts, pineapple. Fresh milk is usually not available. Older Vietnamese children commonly drink tea.

VIII. ADDITONAL RESOURCES OF INFORMATION

Excellent Indochinese refugee education guides are available gratis through --

The Center for Applied Linguistics
1611 North Kent Street
Arlington, Va. 22209.

The following materials are available for purchase from the same Center:

HINTS FOR DEALING WITH CULTURAL DIFFERENCES IN SCHOOLS: A HANDBOOK FOR TEACHERS WHO HAVE VIETNAMESE STUDENTS IN THEIR CLASSROOMS

For American teachers who wish to understand the Vietnamese school environment and the differences between the Vietnamese and the American educational systems. Particularly delicate subjects are dealt with. The handbook suggestions will help to lessen possible culture shock for Vietnamese entering the American school environment. 32 pp.; in press; target availability date: August 15, 1975. Approximately $1.00.

ENGLISH PHRASEBOOK WITH USEFUL WORD LIST

Intended as a survival phrasebook and minidictionary for Vietnamese expatriates currently in refugee camps and upon their resettlement. The "Useful Word List" is bilingual from Vietnamese to English and English to Vietnamese. 132 pp.; paperbound with stiff binding. Price: approximately $2.00. In press; target date for availability: August 15, 1975. Cassette tapes of approximately three hours will be available.

VIETNAMESE PHRASEBOOK AND USEFUL WORD LIST

Intended as a simplified guide for Americans to basic, useful Vietnamese phrases and words which an American sponsor, volunteer, or teacher might use with non-or limited-English-speaking Vietnamese refugees. The same phonetic transcriptions are provided, e.g., Vietnamese ky = English key; Vietnamese mai = my. A simplified tone marking is also provided. In preparation. 100 pp. Expected target date for completion of Ms.: August 15, 1975. Price approximately $2.00. Cassette tapes of approximately one-and-one-half hours to be available.

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AN ANNOTATED BIBLIOGRAPHY FOR TEACHING ENGLISH TO SPEAKERS OF VIETNAMESE

As the title implies, this bibliography will provide the American educational system with published materials and ERIC documents suitable for the instruction of Vietnamese refugees at all levels from preschool through college and adult education. Pricing and ordering information will be made available when possible. Length of manuscript unknown, probably in 50-page range. Cost probably less than $2.00.

A bilingual form on which the student may reconstruct his Vietnamese school experiences is available from the Office of Foreign Student Credentials.

Pending the availability of materials from the Center of Applied Linguistics, following is a list of words for your information:

AMERICAN	VIETNAMESE
Food	
rice	gun
fish	ka
fruit	try
milk	shu-a
water	nook
meat	tete
to drink	ung
to eat	ang
Feelings	
tired	net
to like	tik
angry	zun
happy	shung shuong
hungry	doi boong
good	tope
bad	sow
hot	nong
love you	you
headache	dau dau
homesick	nhu nha
Home	
go home	de vay nha
bed	ki-young
toilet	cow
church	tha
school	truong hoc
Country and Family	
airplane	my-by
America	'e
Korea	Di Hang
Vietnam	Vietnam
family	ya din
father	cha
mother	ma
brother (older)	anh
(younger)	em try
sister (older)	che
(younger)	em guy
son	cawn try
daughter	cawn guy

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AMERICAN	VIETNAMESE
Miscellaneous	
thank you	cam mun
you're welcome	kome caw chee
no	khôhg
Sentences	
do you need to use the bathroom?	em de te-u komg?
have you eaten enough?	em ang dew chua?
are you hungry?	em doi bung komg?
are you sleepy?	em buon ngu komg?
are you sick?	em dau komg?
what do you want?	em moon ye?
I am sorry	toy rat teak
don't be afraid	komg cau shʌ

The Vietnamese language is a tonal language using five different tones or inflections. Therefore, the meaning of words that are spelled the same can change according to the inflection used in the pronunciation of a word. Written Vietnamese uses the Roman alphabet; however, accent or inflection markings are placed above or under the word to indicate the appropriate inflection.

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IX. REFERENCE MATERIALS

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